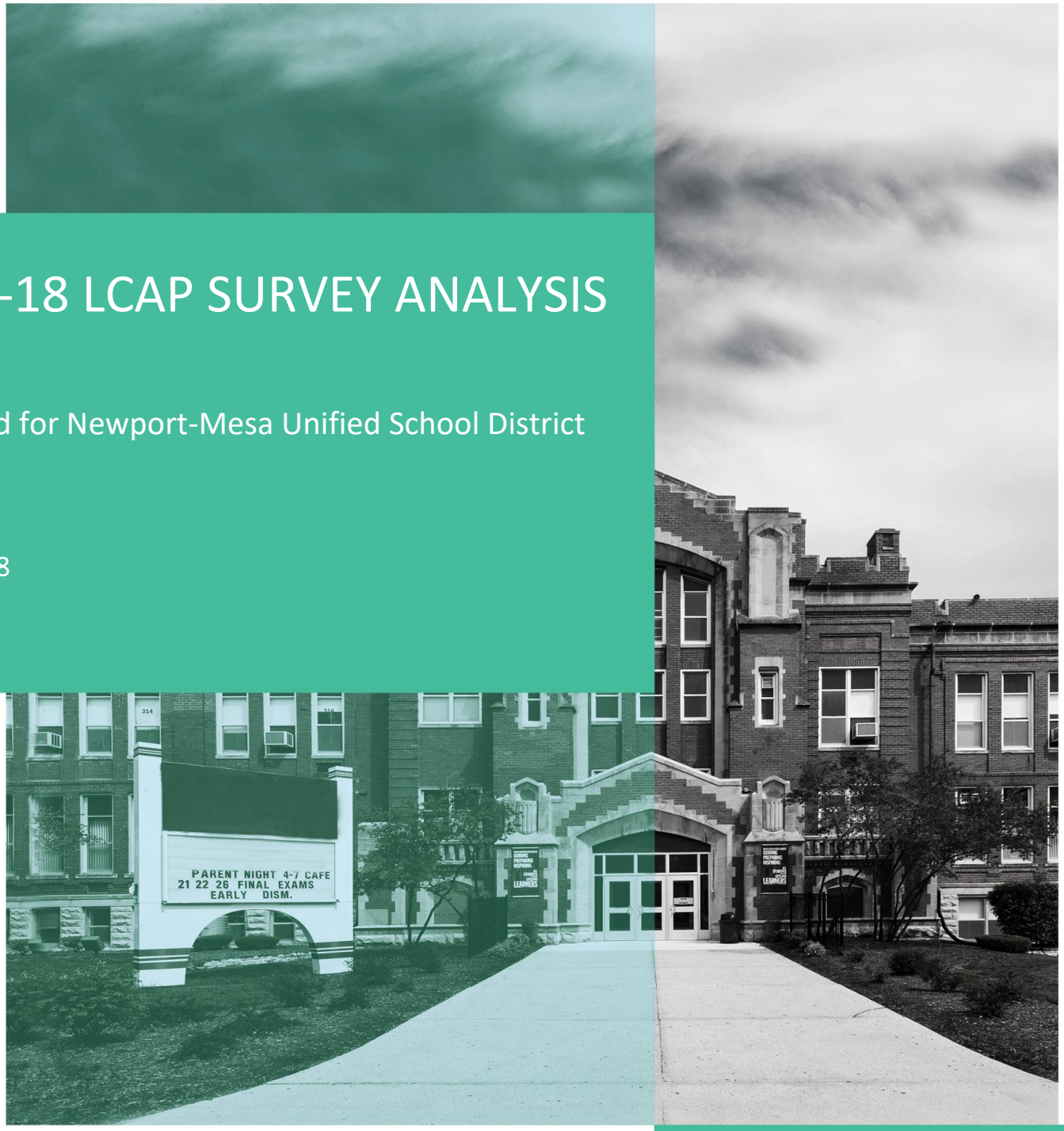
2017-18 LCAP SURVEY ANALYSIS

Prepared for Newport-Mesa Unified School District

June 2018



In this report, Hanover Research summarizes the results of an annual survey asking students, parents, and staff members about their perceptions of Newport-Mesa Unified School District's progress toward its Local Control and Accountability Plan (LCAP) goals.

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TABLE OF CONTENTS

Executive Summary and Key Findings 3
INTRODUCTION 3
RECOMMENDATIONS 3
KEY FINDINGS 4
Goal 1: ELA and ELD 4
Goal 2: STEM 5
Goal 3: Other Courses 6
Goal 4: School Climate and Student Engagement 7
Goal 5: Parent Involvement 8
Goal 6: Basic Services 8
Goal 7: College and Career Readiness 8
Goal 8: Signature Academies 9
General Questions 10
Section I: LCAP Figures By Goal 11
GOAL 1: ELA AND ELD 11
GOAL 2: STEM 13
GOAL 3: OTHER COURSES 15
GOAL 4: SCHOOL CLIMATE AND STUDENT ENGAGEMENT 18
GOAL 5: PARENT INVOLVEMENT 20
GOAL 6: BASIC SERVICES 23
GOAL 7: COLLEGE AND CAREER READINESS 23
GOAL 8: SIGNATURE ACADEMIES 26
GENERAL QUESTIONS 27
Section II: Respondent Characteristics 29

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research (Hanover) summarizes the results from the 2017-18 LCAP Surveys administered to students, parents, and staff members affiliated with Newport-Mesa Unified School District (N-MUSD). The surveys evaluate respondents' perceptions of English Language Arts and English Language Development; science, technology, engineering, and math (STEM) and other courses; school climate; parent involvement; facilities and equipment; college and career readiness; and Signature Academies. These results are intended to provide insight into the District's progress toward attaining its LCAP goals.

In total, 7,334 respondents completed the survey in 2017-2018 (Figure ES.1).

ES.1: Summary of Responses by Year and Population

Population	2017-18 Responses	2016-17 Responses	2015-16 Responses
Students	4,925	3,477	2,062
Parents/Guardians	1,574	1,323	940
Staff	835	652	579
TOTAL	**7,334**	**5,452**	**3,581**

Note: Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students).

The data supplement accompanying this report presents results for the 2017-18 LCAP survey and LCAP surveys from the prior two years, and identifies statistically significant differences between stakeholder group results for the 2017-18 school year. The data supplement also identifies statistically significant differences by year for each stakeholder group.

RECOMMENDATIONS

- **N-MUSD should continue its efforts to provide a high-quality learning environment for all students**. In general, most survey respondents have positive perceptions of instruction/learning, school climate, parent involvement, school facilities/equipment, and college and career preparation. The district appears to have made particular progress in LCAP Goal 1—the percentage of staff who agree that schools provide adequate English Language Arts and English Language Development instructional materials increased by around 10 percentage points from 2016-17 to 2017-18.
- **N-MUSD should more closely examine areas that stakeholders perceive less positively to determine whether additional initiatives are necessary to make progress in these areas**. Potential areas for improvement include the following:

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- *Instruction and College/Career Preparation*: Encouragement to take the SAT and ACT; time for students to meet with counselors; and student preparation in engineering fields.
- *Teacher/Staff Planning Time and Professional Development*: Planning time for integrating technology into lessons and developing future STEM courses; professional development related to STEM (especially technology and math), writing, and English Language Development; and teacher time dedicated to planning articulation between middle and high school.
- *Student Behavior, Mental Health, and Social-Emotional Health*: Staff training in truancy prevention; programs and supports to address student misuse of drugs and alcohol; and additional staff to address substance use and support students' mental health and social-emotional health.
- *Parent Engagement*: Parent awareness of dual language and Signature Academy opportunities.

- **N-MUSD may consider conducting follow-up research, such as additional surveys, in-depth interviews, or focus groups, to gain further insight into stakeholders' experiences.** This follow-up research can further identify perceived gaps in school/district services and identify potential strategies to address these gaps.

KEY FINDINGS

Note on interpreting 2017-18 LCAP survey results: In the 2017-18 LCAP survey, a "Neither Agree nor Disagree" response option was added to survey questions with agreement scales. As a result, the proportion of respondents selecting "Top 2" responses (i.e. "Agree" and "Strongly Agree") for many questions is lower than in previous years. However, a decrease in agreement with a certain statement does not necessarily indicate that the district is doing more poorly in this area compared to last year. Rather, changes from 2016-17 to 2017-18 survey may be due the fact that respondents without strong opinions about a statement were able to select "Neither Agree nor Disagree."

GOAL 1: ELA AND ELD

- **Around four out of five parents and staff agree that schools successfully prepare students in English and reading**. Among elementary-level parents and staff, around 80 percent "agree" or "strongly agree" that their school successfully prepares all students (including under-performing and high-achieving students) in reading (79% parents, 82% staff). In addition, over 70 percent of respondents at all levels agree that their school successfully prepares all students in English (73% students, 72% parents, and 76% staff) (Figure 1.1).
  - Respondents also agree that schools have adequate instructional materials to support student learning. Seventy-four percent of parents and 85 percent of staff agree that their school has adequate ELA instructional materials.

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- Further, 86 percent of parents of English Learners (ELs) and 77 percent of staff who teach ELs agree that their school has adequate English Language Development (ELD) materials (Figure 1.1).
- More staff in 2017-18 than in 2016-17 believe that their school has adequate ELA instructional materials (increase of 13 percentage points) and adequate ELD instructional materials (increase of 10 percentage points).

- **Staff have more positive perceptions of ELA professional development than of writing or ELD professional development**. Sixty-eight percent of staff agree that ELA professional development is sufficient to meet instructional needs, compared to 62 percent for writing and 54 percent for ELD professional development.
  - Elementary-level staff generally report positive perceptions of their professional development opportunities—around three-quarters report that SIPPS (78%) and SIPPS Plus/SIPPS Challenge (75%) professional development are sufficient to meet instructional needs, and 69 percent agree that DIBELS professional development is sufficient (Figure 1.2). These trends are similar to results from previous years' LCAP surveys.

GOAL 2: STEM

- **Over two-thirds of respondents agree that their school successfully prepares all students in science and math, but fewer agree that their school prepares students in technology and engineering**. Moreover, students tend to have less positive opinions: just 54 percent of students agree that their school successfully prepares all students in technology, compared to 68 percent of parents and 63 percent of staff. Further, just 33 percent of middle and high school students, 35 percent of parents, and 41 percent of staff agree that their school successfully prepares all students in engineering (Figure 1.6).

- **Most survey respondents agree with statements regarding effective and frequent technology use in their school**. Around three-quarters of students (74%) and parents (75%) and over 80 percent of staff (83%) agree that teachers effectively use technology as an instructional resource. Even more students (77%), parents (83%), and staff (88%) agree that students often use technology as a learning resource (Figure 1.3 and Figure 1.4).
  - Further, 67 percent of staff, 69 percent of parents, and 75 percent of students agree that their school has sufficient technology devices to support student learning.
  - Additionally, 63 percent of staff agree that their school's technology infrastructure is sufficient to meet instructional needs.
  - Perceptions of the availability of technology-related coursework are somewhat less positive—56 percent of middle and high school parents, 66 percent of staff, and 69 percent of students agree that there are several opportunities for students to participate in technology and computer programming courses.

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- **Staff may require additional STEM-related professional development (PD) and support, especially in terms of lesson planning time**. Just 38 percent of staff agree that teachers receive sufficient planning time to integrate technology into lessons. A little over half of staff (53%) agree that administrators and teachers have several opportunities to identify/develop future STEM courses, that the district provides adequate support in implementing standards-based mathematics curriculum (54%), and that technology (54%) and math (54%) PD are sufficient to meet instructional needs (Figure 1.5).

GOAL 3: OTHER COURSES

- **Over two-thirds of respondents agree that their school successfully prepares all students in social studies, but opinions vary regarding preparation in performing and visual arts**. Just 53 percent of students agree that their school successfully prepares students in performing arts and visual arts, a lower level of agreement than reported by parents (62% - performing arts; 57% - visual arts) and staff (72% - performing arts; 61% - visual arts). Further, just half of high school students agree that they are encouraged to enroll in visual and performing arts courses, compared to 61 percent of parents and 74 percent of staff (Figure 1.7 and Figure 1.11). This variation by sub-group is similar to trends observed in previous years.
- **At the middle and high school levels, approximately half to two-thirds of respondents agree that there are enough co-curricular and elective opportunities**. Students report the highest levels of agreement with the statement, "Students have enough opportunities to take elective courses" (71%), while parents and staff report the highest levels of agreement with the statement, "There is a sufficient number of co-curricular opportunities for students" (60% and 65%, respectively).
    - Additionally, respondents are less likely to agree that the school offers enough elective courses (65% students, 54% parents, 50% staff) or that students have time to participate in co-curricular activities during the school day (53% students, 50% parents, 58% staff) (Figure 1.8).
- **Parents and staff express positive opinions of elementary music opportunities**. Seventy-nine percent of parents and 90 percent of staff agree that there are several opportunities for students to participate in music programs and performances, and 76 percent of parents and 89 percent of staff agree that students are encouraged to participate in music ensembles (Figure 1.9).
- **Relatively few respondents believe that the district encourages dual language enrollment**. Just 17 percent of elementary-level staff and parents of elementary students agree or strongly agree that parents/guardians are encouraged to enroll Grades K-2 students in a dual language classroom. Only 31 percent of parents of elementary students are aware of the elementary dual immersion program opportunities available to their child (Figure 1.10).

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GOAL 4: SCHOOL CLIMATE AND STUDENT ENGAGEMENT

- **Students' and parents' personal experiences with school climate are generally positive, although student belonging is relatively low**. At least 60 percent of students feel that there is an adult on campus for whom they may go to for help (66%), and that they have friends who feel like they belong (70%). Over 70 percent of parents feel comfortable calling the school about problems with their child (71%), and 81 percent agree that their child's school meets their child's behavioral needs. However, only 60 percent of students feel that they belong at their school (Figure 1.13 and Figure 1.14).
- **Perceptions of attendance policies and disciplinary enforcement vary by stakeholder group**. Almost 90 percent of parents agree that school attendance policies are clearly communicated (88%), while just 62 percent of students and 70 percent of staff feel similarly. Fewer staff (52%) than students or parents (61% and 65%, respectively) agree that discipline policies are consistently enforced, however.
  - Although most students (70%) agree that they are treated fairly at their school, less than half (44%) agree that *all* students are treated fairly. More than three-quarters of staff, by contrast, agree that all students are treated fairly (Figure 1.12 and Figure 1.13). This variation in responses by sub-group is similar to trends observed in previous years.
- **Potential areas for improvement related to school climate include: truancy prevention training; programs and supports to address substance use; and staff to support substance use, mental health, and social-emotional health.**
  - Just one-third of staff agree that truancy prevention training is sufficient to effectively support students (Figure 1.15).
  - Less than half of respondents (42% students, 45% parents, 34% staff) agree that there are sufficient programs and supports in place to reduce issues with students' misuse of drugs and alcohol. Staff are significantly less likely than students or parents to agree with these statements (Figure 1.12).
  - Staff are less likely than students or parents to agree that the district has adequate staffing levels to address substance use, mental health, and social-emotional health. Just around one-third of staff (32%) agree that their school has sufficient staff to deal with issues related to students' substance abuse, compared to 40 percent of parents and 54 percent of students (Figure 1.12).
  - In addition, only 30 percent of staff agree that their school has enough staff to support students' mental health and well-being, compared to 59 percent of students. However, 60 percent of parents agree that their child's school has enough staff to support them with their child's social and emotional health (Figure 1.13, Figure 1.14, and Figure 1.15).

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GOAL 5: PARENT INVOLVEMENT

- **Most parents feel encouraged to participate in school activities and are able to communicate with their child's school** (Figure 1.16, Figure 1.18, and Figure 1.19).
  - Almost 90 percent of parents agree that they are encouraged to join the Parent Teacher Association (88%) and to take part in or attend school activities or events (87%). Additionally, around three-quarters of EL parents agree that they are encouraged to attend school (77%) and district-level (75%) English Learner Advisory Committee meetings.
  - Over 80 percent of parents agree that they feel welcome at their child's school (83%), feel comfortable discussing their child's academic progress with teachers (83%), feel comfortable discussing their child's behavioral progress with teachers (81%), and receive helpful communications from their child's school (81%).
  - Areas where parents express lower levels of agreement include: familiarity with their child's four-year plan (70%, high school parents), encouragement to attend Community Advisory Committee meetings (65%, special education parents), and encouragement to join the School Site Council (61%).
- **More respondents believe that parents are given the resources/support needed to support their child's learning in reading than other subjects, especially engineering**. Over 80 percent of elementary school parents (83%) agree that their child's school gives parents the resources/support needed to support their child in reading, and over half of all parents agree that their school gives parents the resources to support their child in other subjects such as ELA (64%), math (59%), technology (57%), social studies (56%), science (55%), and arts (52%).
  - By comparison, just 28 percent of parents of middle and high school students agree that schools provide parents with the resources/support needed to support their child's learning in engineering (Figure 1.17).

GOAL 6: BASIC SERVICES

- **Parents are significantly more likely than students or staff to agree that school equipment or facilities are in good repair**. A total of 70 percent of parents agree that school equipment is in good repair, compared to 58 percent of students and 65 percent of staff. Additionally, two-thirds of parents (67%) agree that school facilities are in good repair, compared to 54 percent of students and 60 percent of staff (Figure 1.20). This variation in responses by sub-group is similar to results from previous surveys.

GOAL 7: COLLEGE AND CAREER READINESS

- **Most high school students are encouraged to have an academic plan and to take A-G courses, but may require more meeting time with counselors.** Over two-thirds of high school students and parents and over 90 percent of staff agree that students are encouraged to have a four-year academic plan focused on college/career goals

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(75%) and to take A-G courses (67%). However, under half of all student respondents (45%) agree that they have enough meeting time with counselors at their school (Figure 1.21).

- **Students are more likely to report feeling encouraged to take the PSAT than the SAT or ACT**. Over two-thirds (69%) of students agree that they are encouraged to take the PSAT, while just 49 percent agree that they are encouraged to take the SAT or ACT at least once each year (Figure 1.22).
- **Respondents are more likely to agree that they can easily *access* Naviance software than *effectively use* the software**. Over half of students (55%) and 46 percent of parents agree that they/their family can easily access the college and career planning software, while 48 percent of students and 38 percent of parents agree that they/their family can effectively use the software (Figure 1.23).
- **Most respondents agree that the benefits of taking advanced courses (i.e. AP, IB) are clearly communicated and that students are encouraged to take advanced courses and tests.** Over 60 percent of high school students (63%) and parents (64%) and 75 percent of staff agree that the college and career benefits of taking AP/IB courses are clearly communicated.
  - Similar to results from previous years, parents and staff members are more likely than students to agree with statements regarding encouragement to take AP/IB courses and tests. For example, 80 percent of parents and 83 percent of staff agree that students are encouraged to take AP courses, compared to 68 percent of students. (Figure 1.24).
- **Teachers may require more time to dedicate to planning articulation between middle and high school**. Just one-third of certificated staff in grades 6 through 12 agree that teachers are given sufficient time to plan articulation between middle and high school programs.
  - By comparison, most staff agree that the district provides sufficient IB program support (67%) and AP program support (58%) to meet instructional needs (Figure 1.24).

GOAL 8: SIGNATURE ACADEMIES

- **Signature Academy awareness and participation among survey respondents is low**. Just 29 percent of parents agree that they are aware of the Signature Academy program opportunities available to their child. Moreover, just 10 percent of student respondents say they participate in Signature Academies (Figure 1.25 and Figure 1.26).
- **Around three-quarters or more of Signature Academy participants agree that the program strengthens students' skills, allows students to express creativity, and provides opportunities to work as a team**. Parents are significantly more likely than students or staff to agree with statements regarding the Signature Academy program's role in strengthening students' communication skills (76% students, 88%

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parents, 78% staff), strengthening students' writing skills (76% students, 89% parents, 75% staff), and providing opportunities to work as part of a team (77% students, 90% parents, 80% staff) (Figure 1.27). Compared to 2016-17, a larger proportion of parents in 2017-18 agree with statements related to the Signature Academy program strengthening students' writing skills and providing opportunities to work as part of a team.

GENERAL QUESTIONS

- **More staff than students or parents feel encouraged to participate in the annual LCAP survey**. Seventy percent of staff agree that they are encouraged to participate in the annual survey, compared to 60 percent of parents and 55 percent of students (Figure 1.28). However, the proportion of students who feel encouraged to participate in the LCAP increased by 9 percentage points from 2016-17 to 2017-18.
- **Similar to results observed in previous years, parents are somewhat more likely than students to agree with statements regarding assessment, homework, and grading practices**. At least 70 percent of parents agree that assessments/tests/quizzes are graded fairly (76% parents, 65% students), that homework assignments reinforce what is learned in the classroom (70% parents, 62% students), and that grading practices reflect what students have learned (70% parents, 56% students) compared to students. In a new question this year, 70 percent of parents agree that the amount of homework assigned is appropriate for their child's age (Figure 1.29).
- **Most (88%) certified teaching staff members believe that time for lesson design and planning is very important**. Other professional development opportunities that teaching staff believe to be very important include: collaboration time with colleagues who teach the same subject area (83%), collaboration time with colleagues who teach in the same grade (75%), and professional development to better support under-performing students (67%). Under half of teaching staff rated Common Core-related professional development as very important (Figure 1.30).

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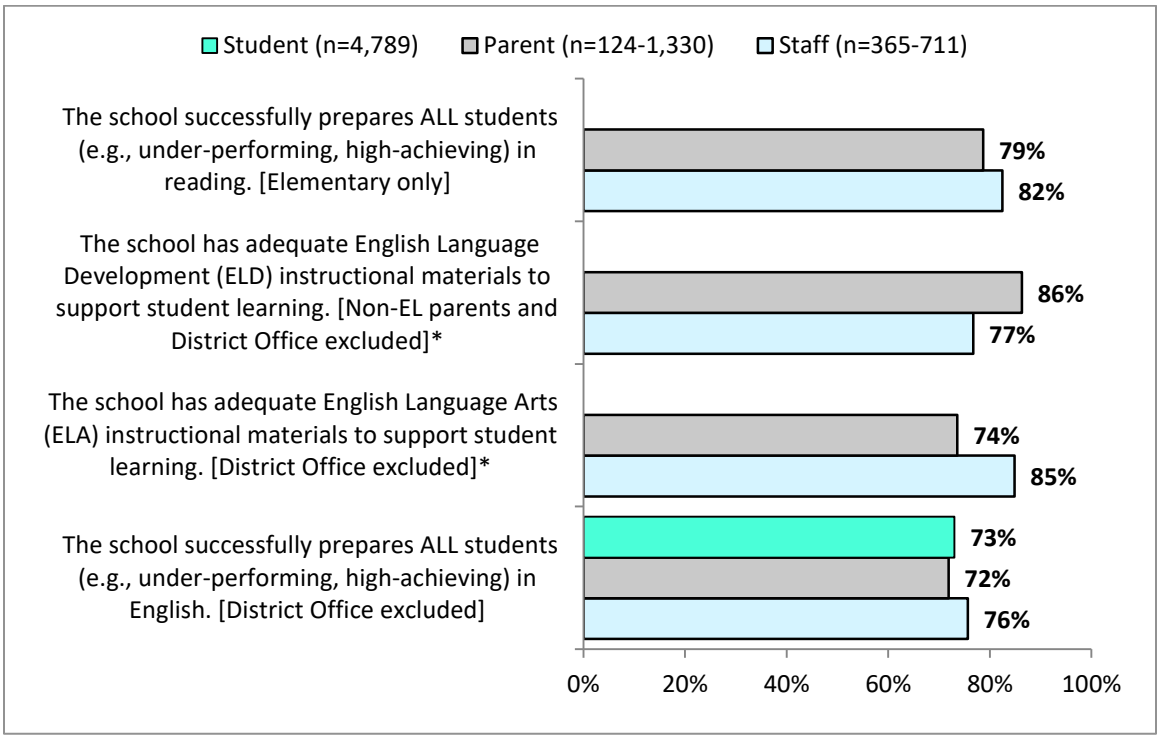
SECTION I: LCAP FIGURES BY GOAL

GOAL 1: ELA AND ELD

Figure 1.1: School-Level ELA and ELD Support

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between staff and parent responses.

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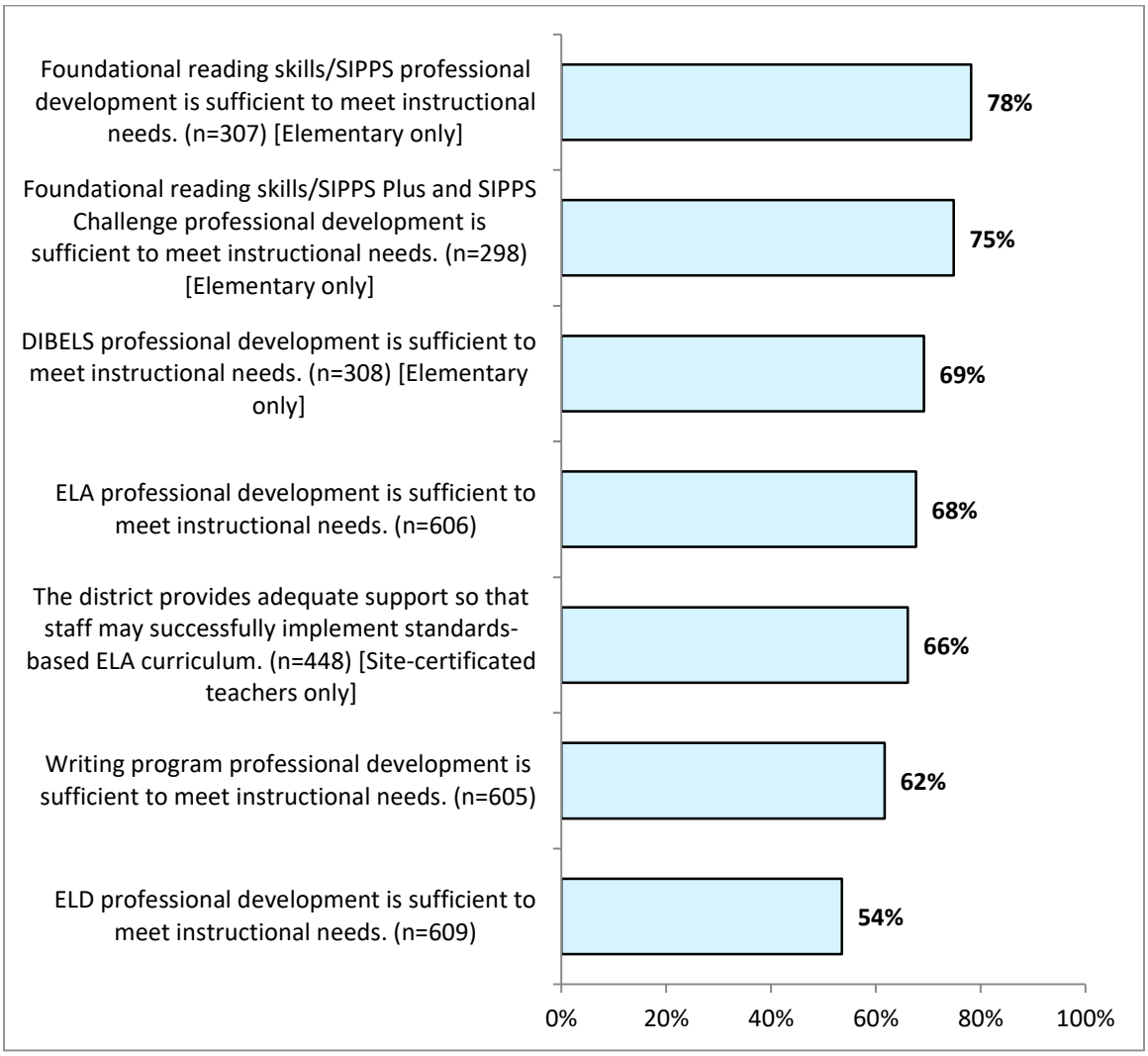
Figure 1.2: District-Level ELA/ELD Professional Development and Support

% of Respondents who "Agree" and "Strongly Agree"



Note: Only N-MUSD staff answered this question.

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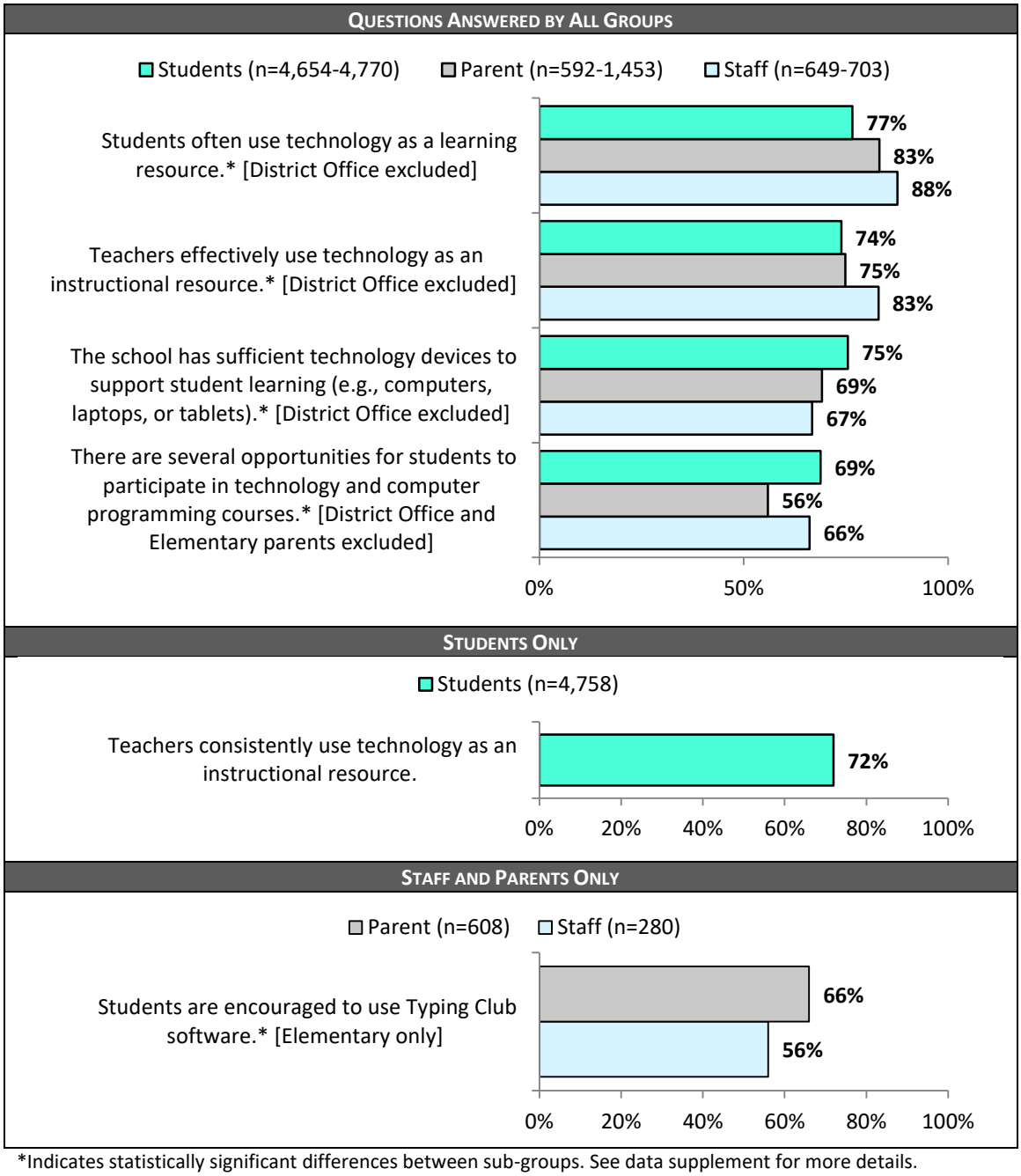
GOAL 2: STEM

Figure 1.3: School-Level Technology Use

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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Figure 1.4: School-Level Math and STEM Support

% of Respondents who "Agree" and "Strongly Agree"

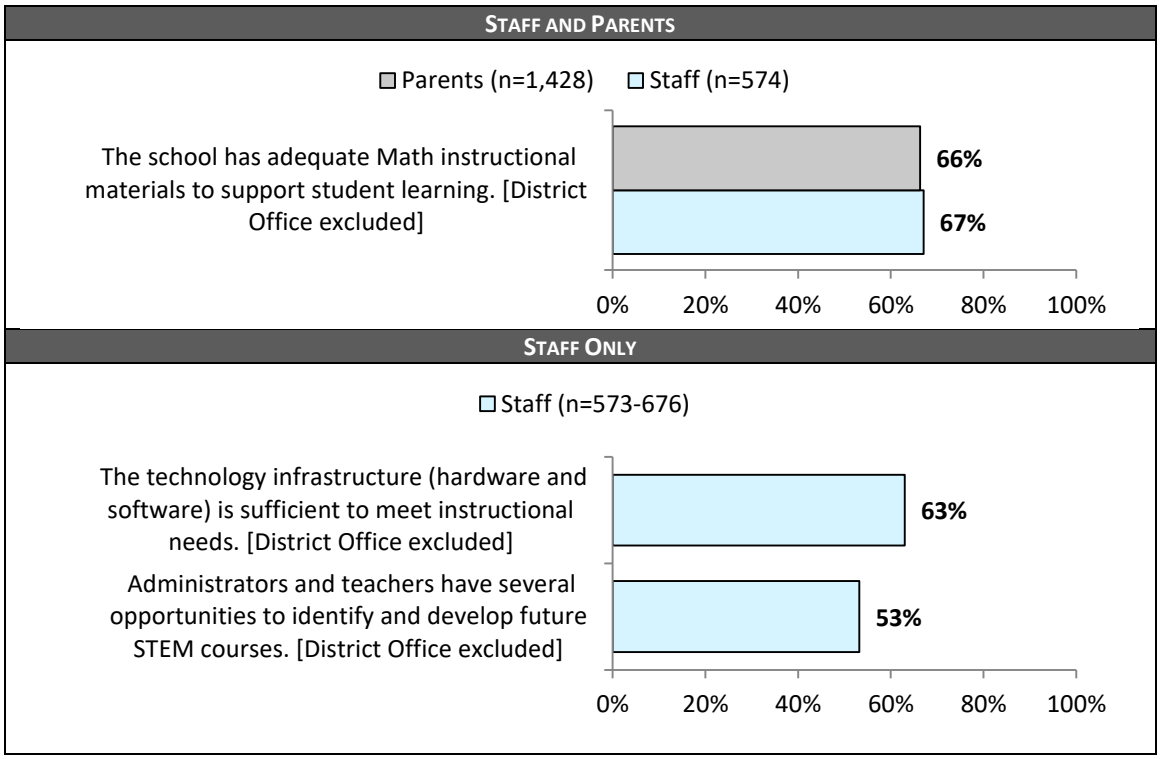
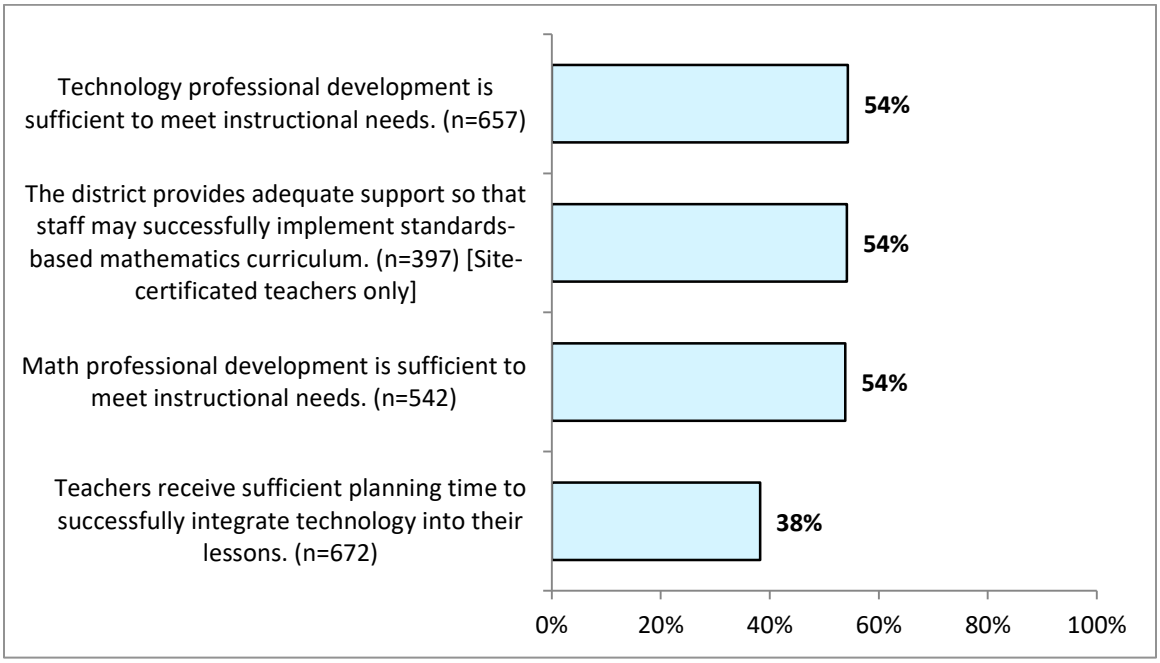


Figure 1.5: District-Level STEM-Related Professional Development and Support

% of Respondents who "Agree" and "Strongly Agree"



Note: Only N-MUSD staff answered this question.

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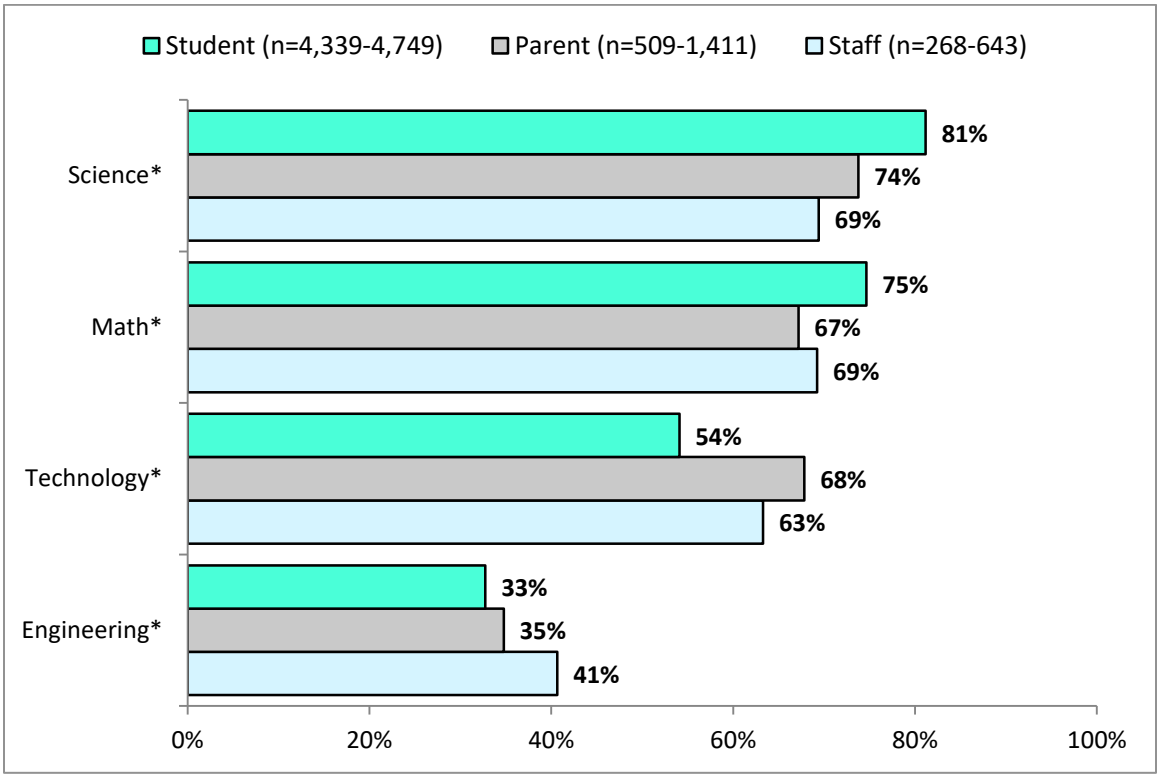
Figure 1.6: "The school successfully prepares ALL students (e.g., under-performing, high achieving) in the following subject areas:"

% of Respondents who "Agree" and "Strongly Agree"

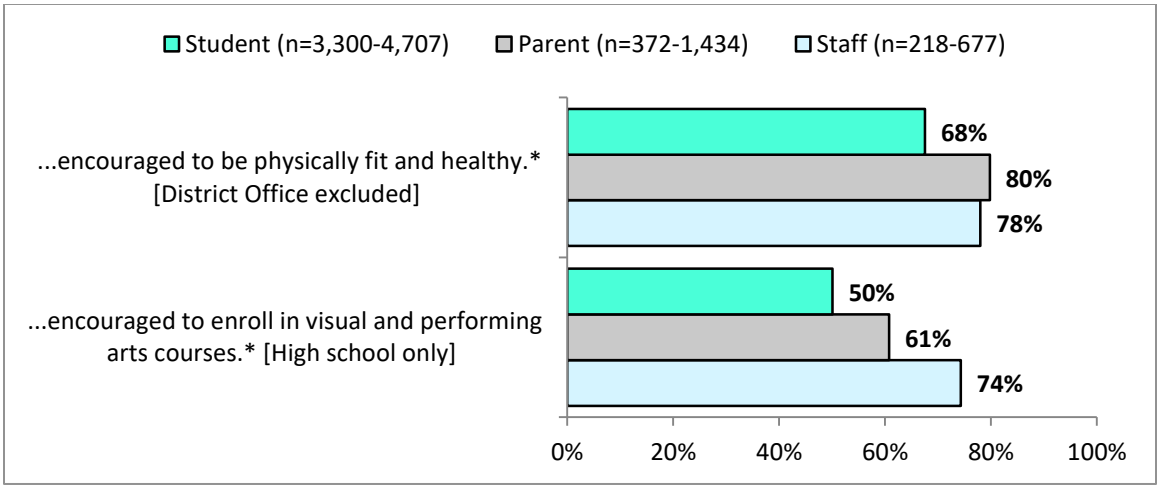


*Indicates statistically significant differences between sub-groups. See data supplement for more details.

GOAL 3: OTHER COURSES

Figure 1.7: "I am…" OR "Students are…"

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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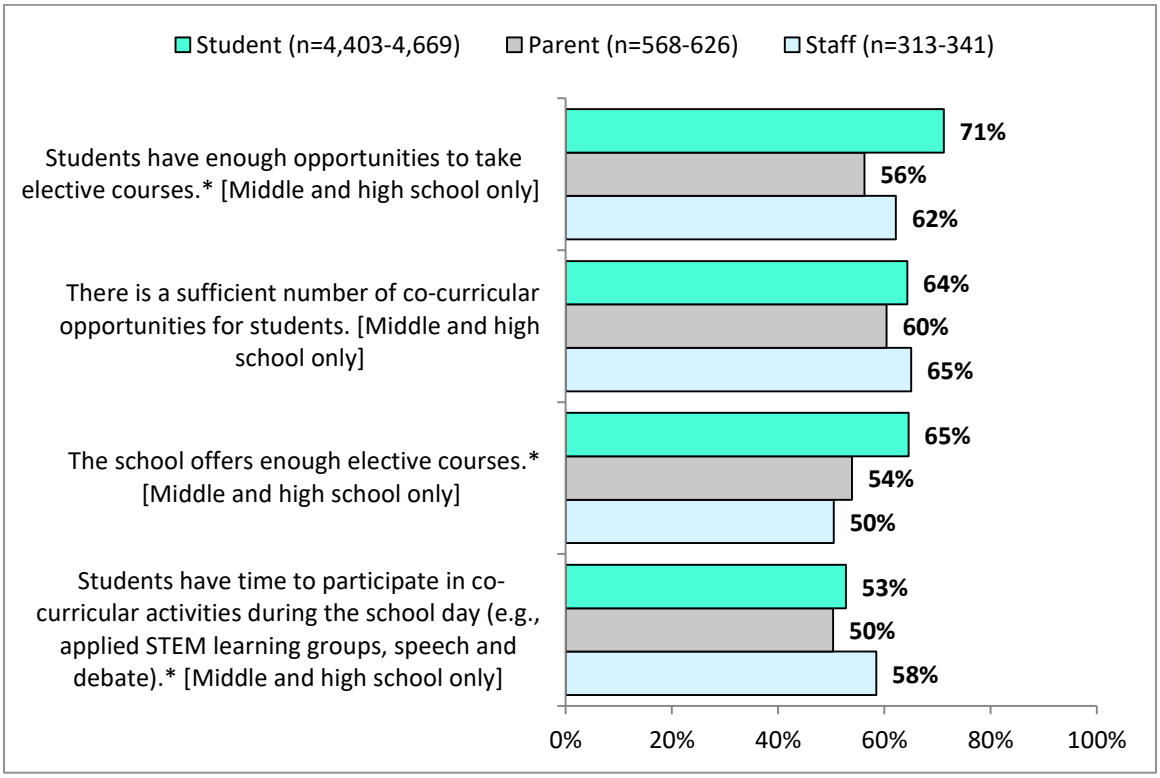
Figure 1.8: Support for Electives and Co-Curricular Activities

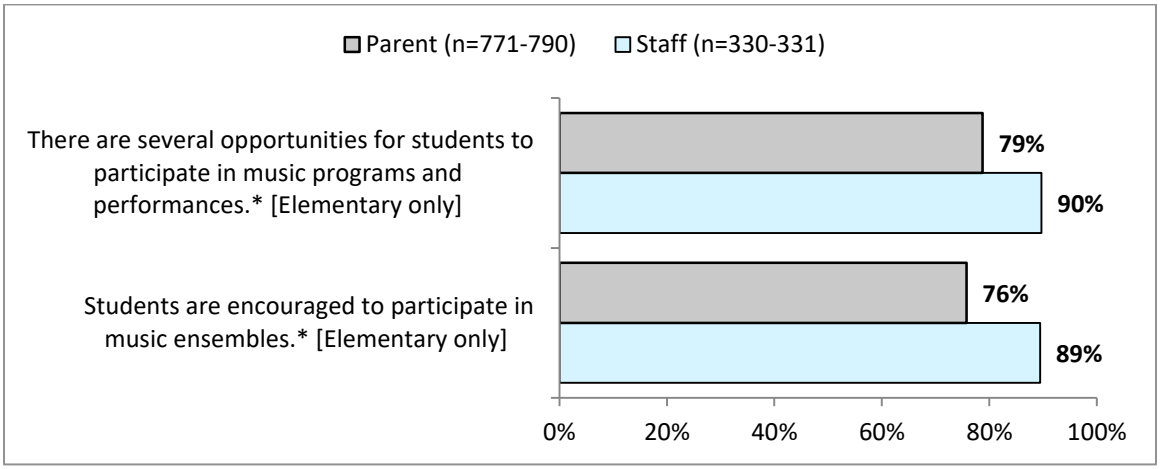
% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

Figure 1.9: Support for Elementary Music

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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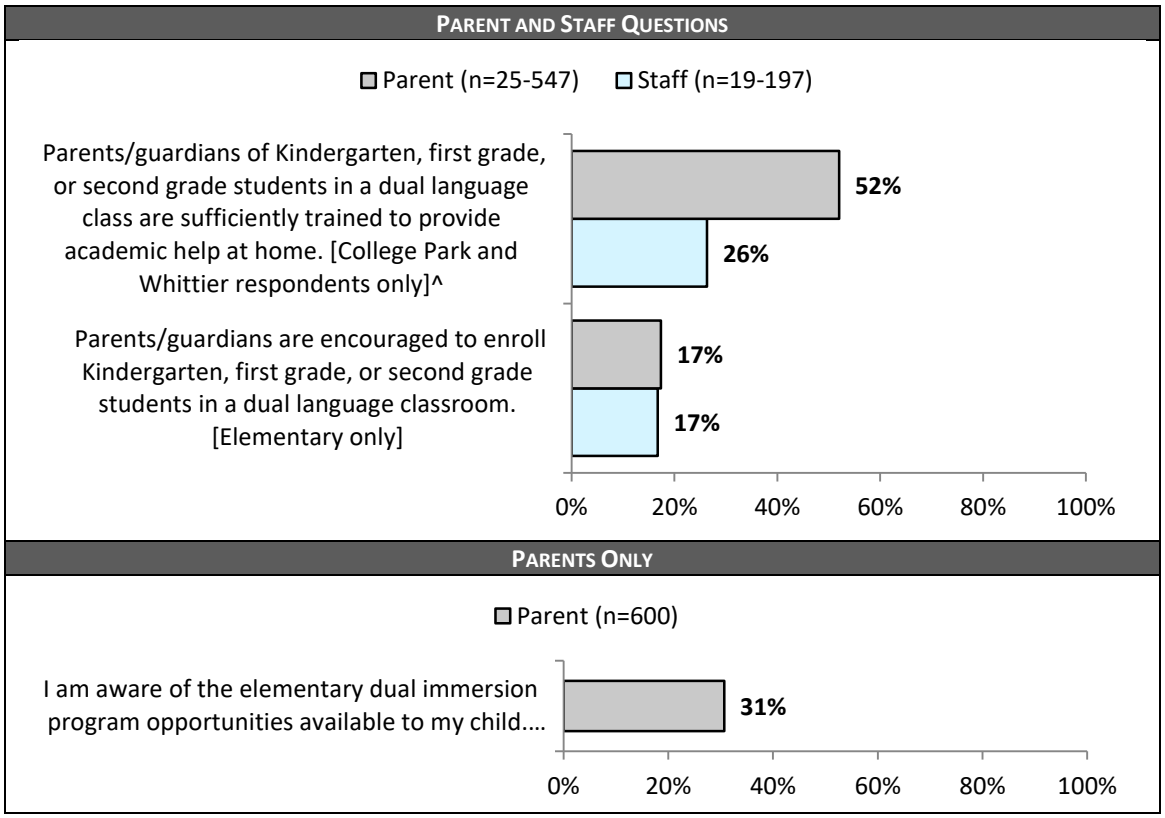
Figure 1.10: Support for Dual Language

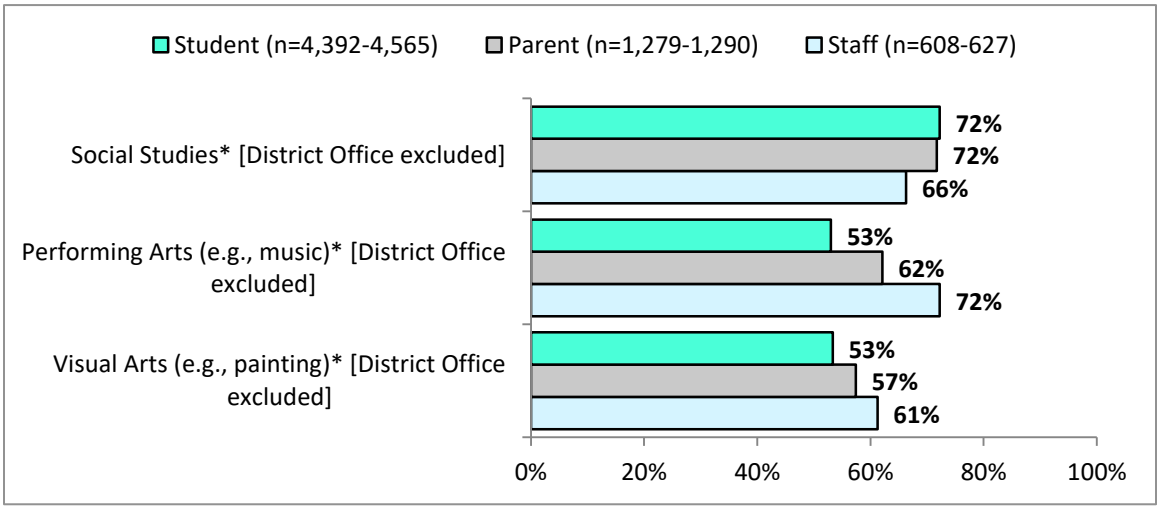
% of Respondents who "Agree" and "Strongly Agree"



^Due to small sample size, interpret results with caution.

Figure 1.11: "The school successfully prepares ALL students (e.g., under-performing, high achieving) in the following subject areas:"

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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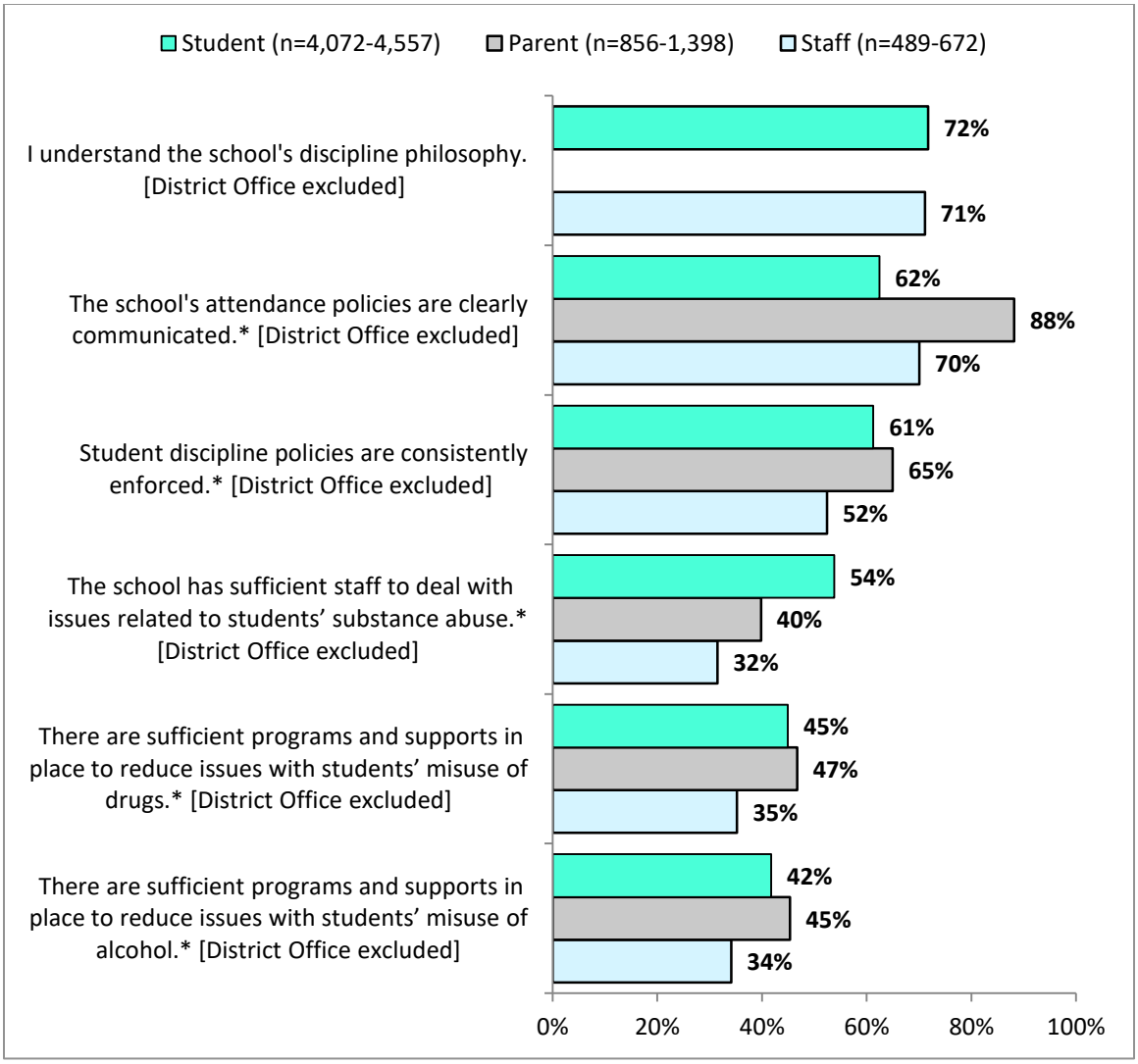
GOAL 4: SCHOOL CLIMATE AND STUDENT ENGAGEMENT

Figure 1.12: Student Conduct and Discipline

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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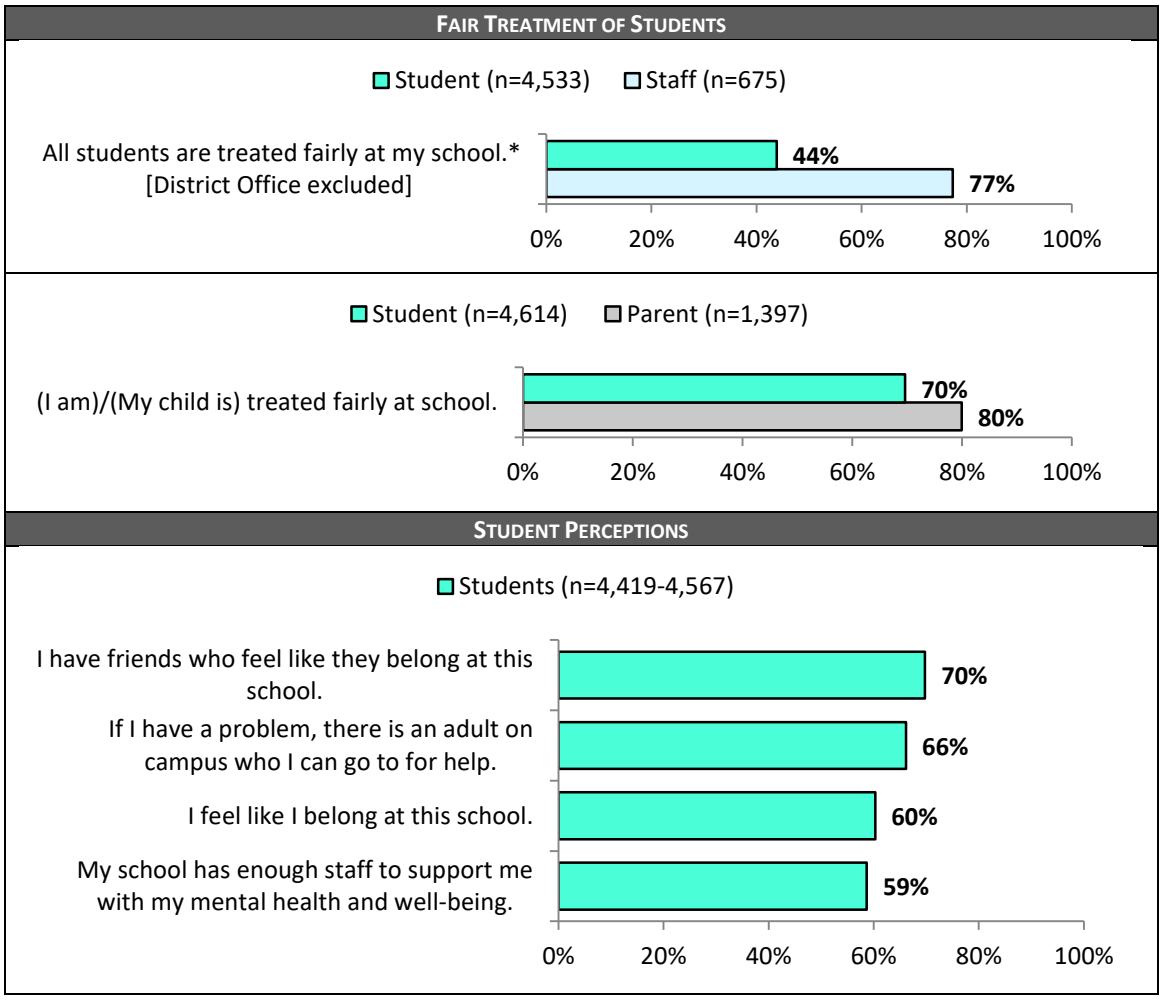
Figure 1.13: Students' Experiences with School Climate

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

Figure 1.14: Parents' Experiences with School Climate

% of Respondents who "Agree" and "Strongly Agree"

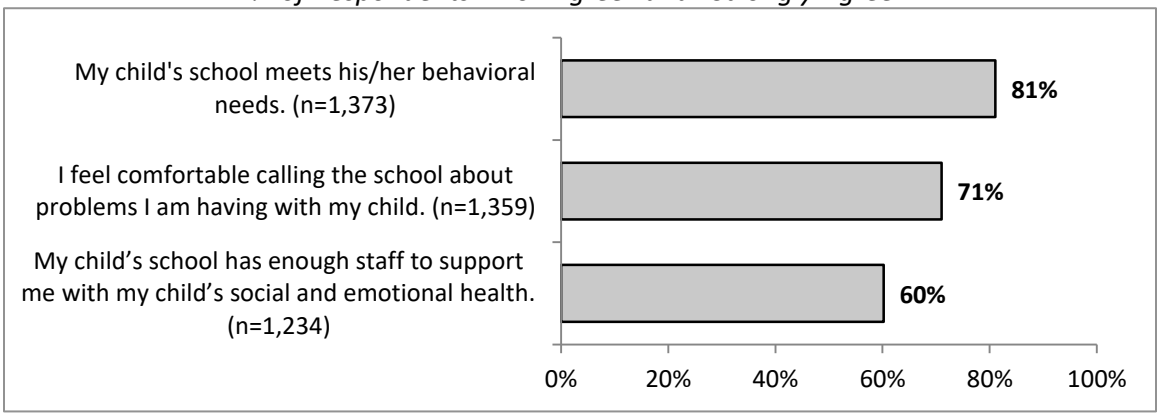


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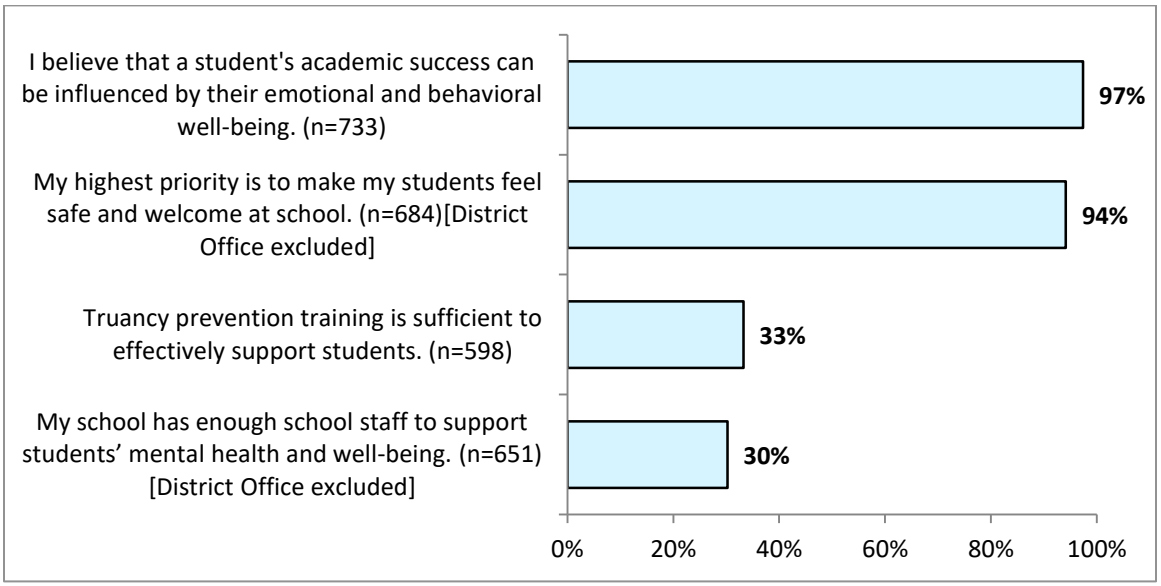
Figure 1.15: Staff Perceptions of Student Conduct and Climate

% of Respondents who "Agree" and "Strongly Agree"

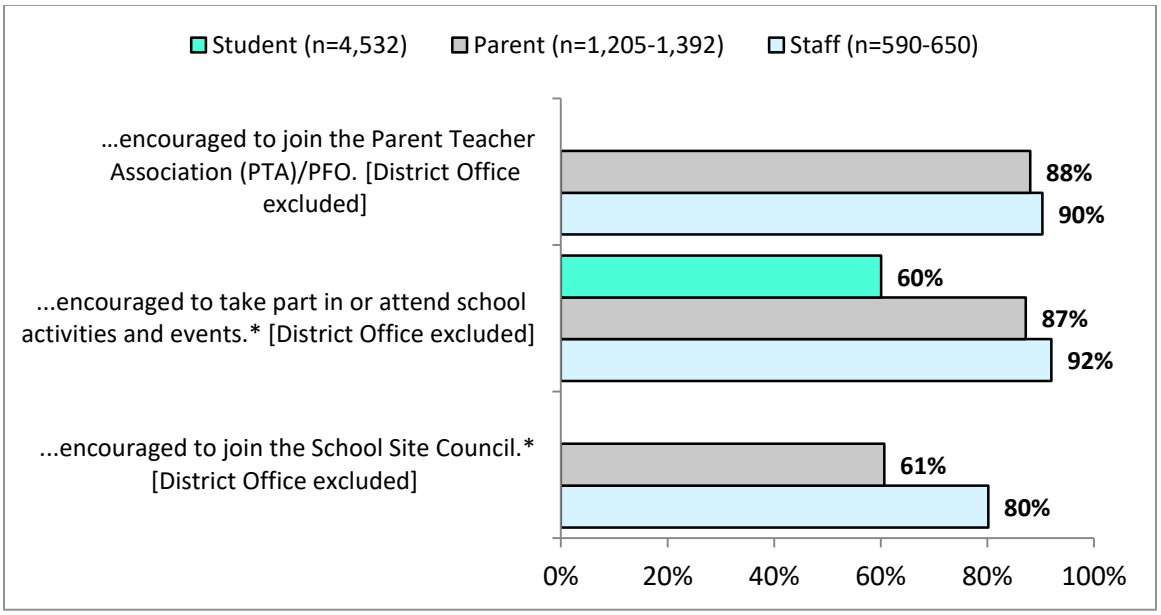


Note: Only N-MUSD staff answered this question.

GOAL 5: PARENT INVOLVEMENT

Figure 1.16: "My parents/family are…" OR "I am…" OR "Parents/families are…"

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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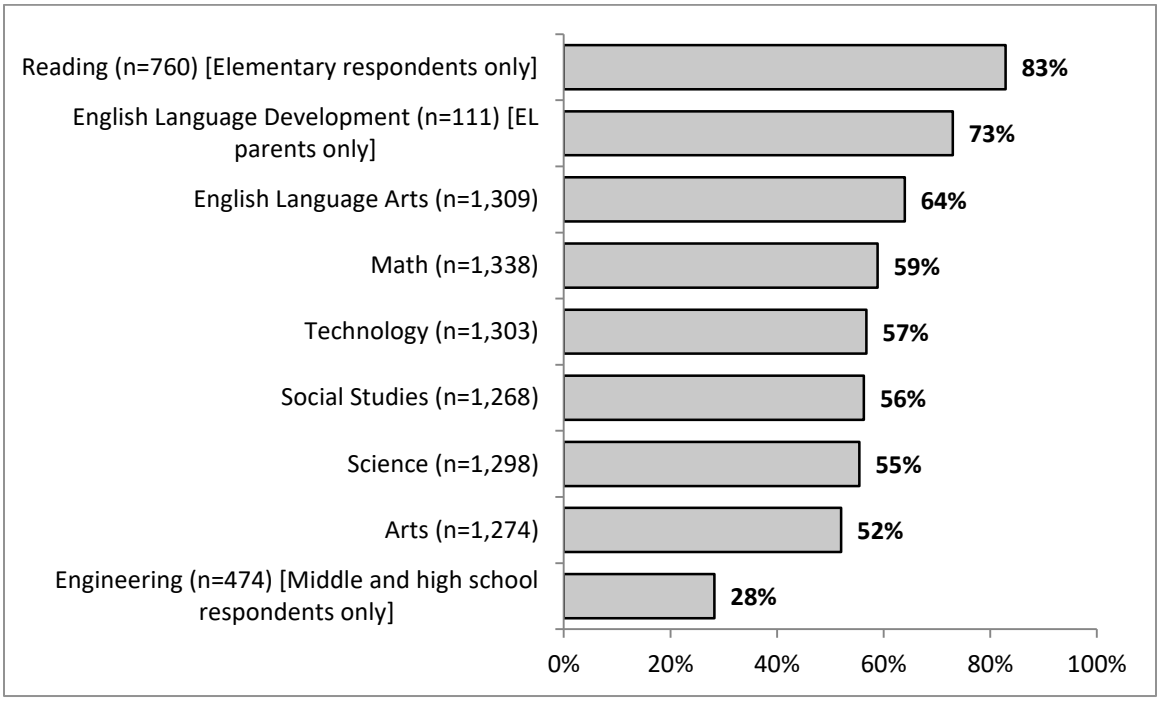
Figure 1.17: "Parents are given the resources and support they need to support their child's learning in the following core subject areas:"

% of Respondents who "Agree" and "Strongly Agree"



Note: Only parents answered this question.

Figure 1.18: Involvement for Special Populations

% of Respondents who "Agree" and "Strongly Agree"

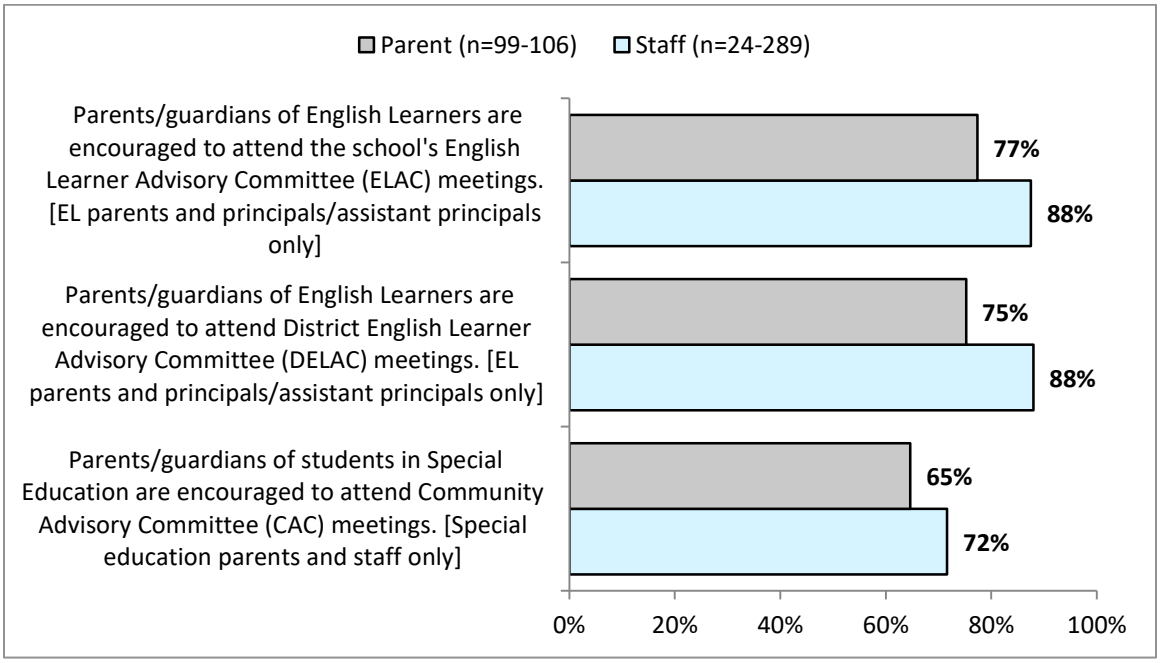


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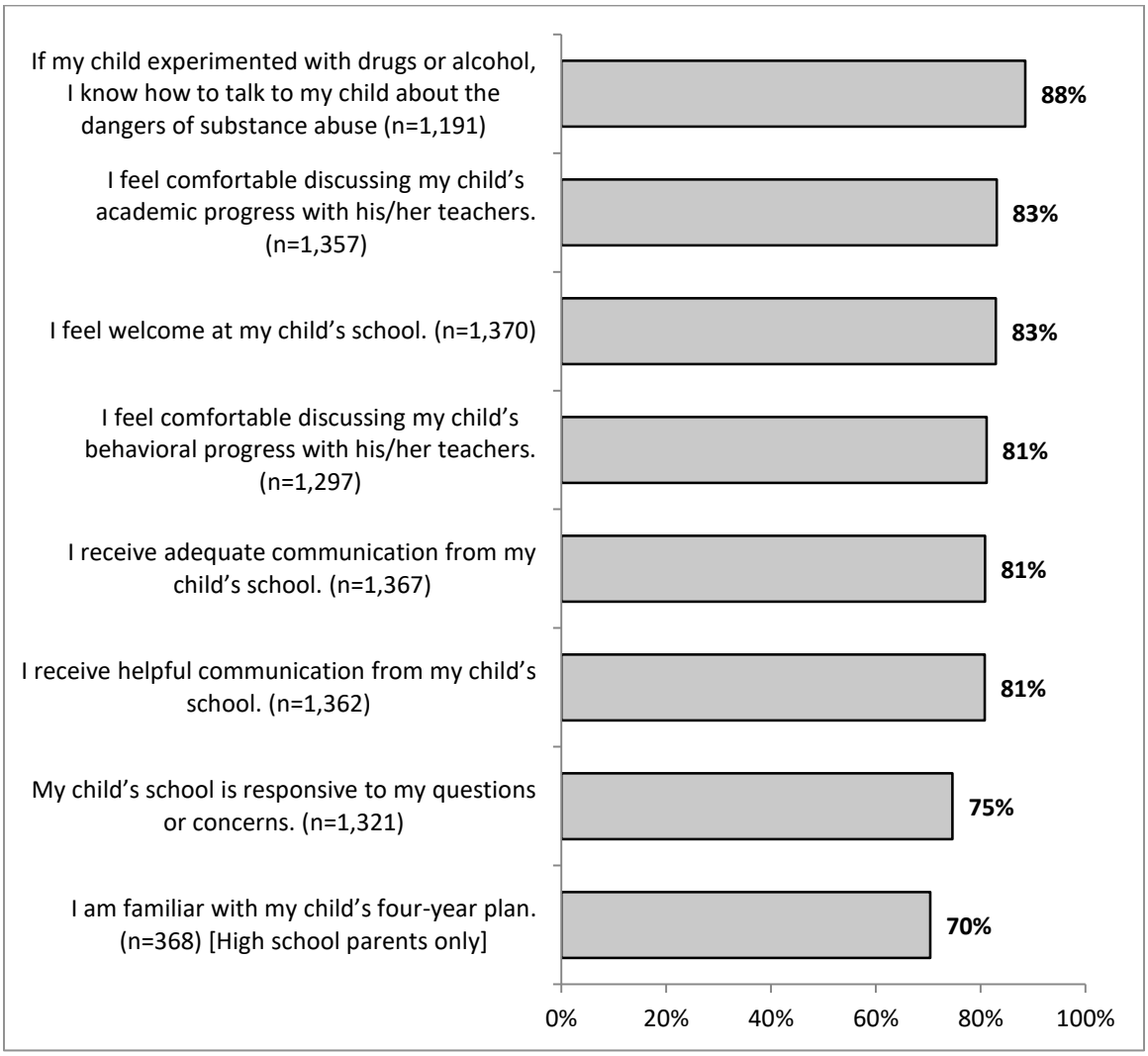
Figure 1.19: Parental Communication

% of Respondents who "Agree" and "Strongly Agree"



Note: Only parents answered this question.

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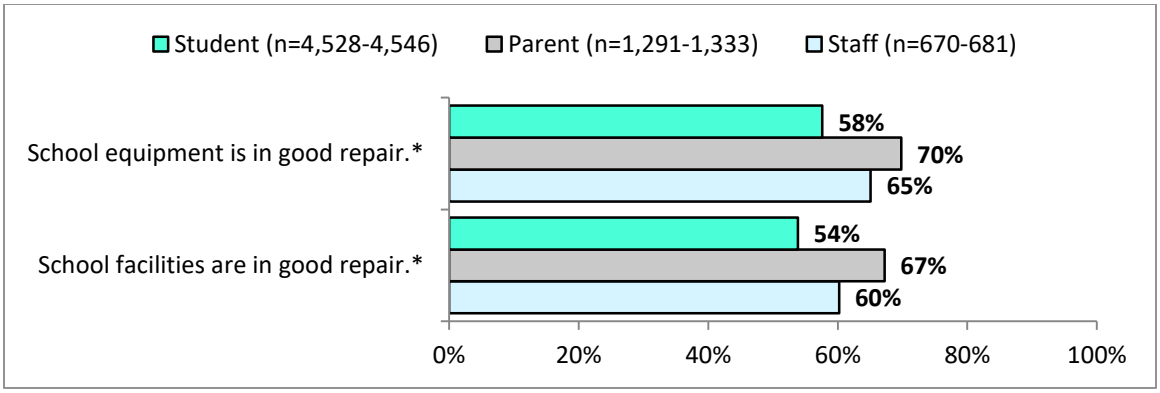
GOAL 6: BASIC SERVICES

Figure 1.20: School Facilities and Equipment

% of Respondents who "Agree" and "Strongly Agree"

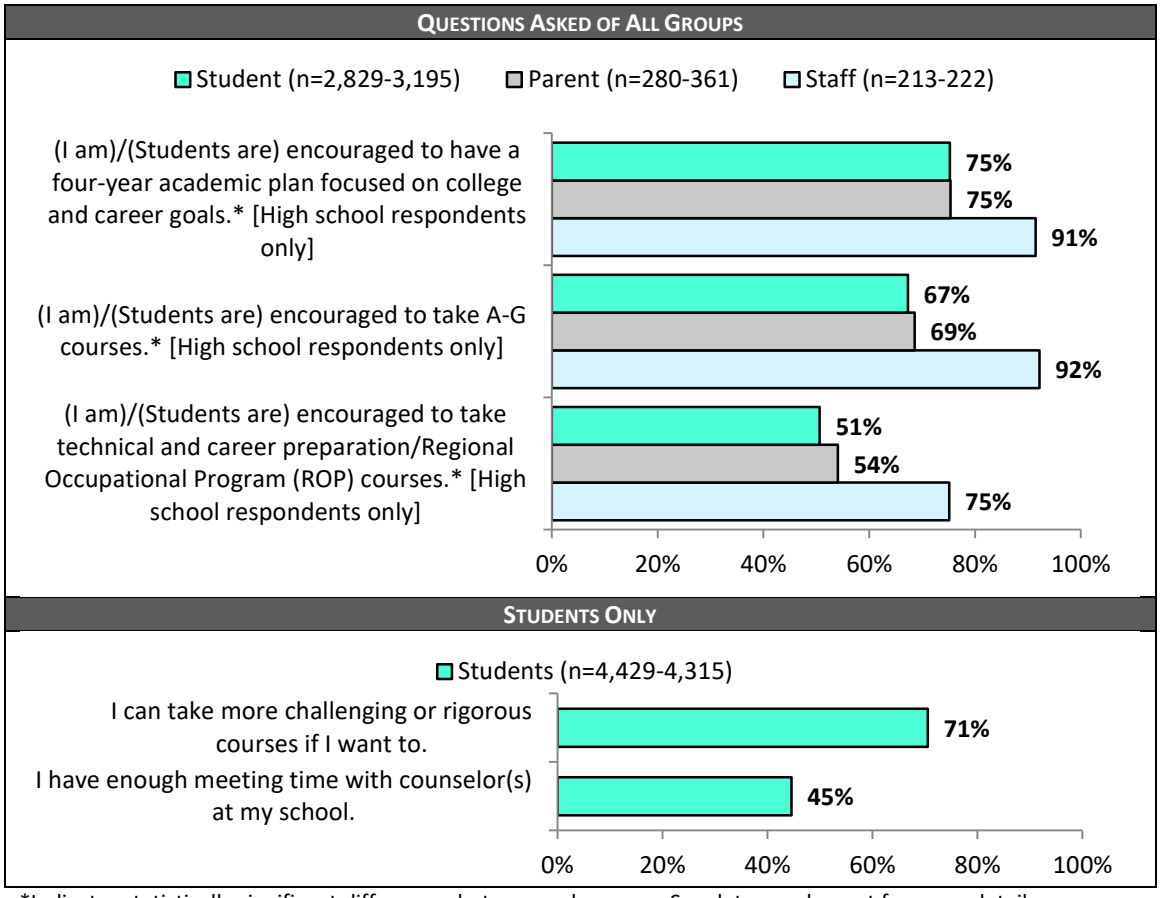


*Indicates statistically significant differences between sub-groups. See data supplement for more details.

GOAL 7: COLLEGE AND CAREER READINESS

Figure 1.21: College- and Career-Ready Coursework and Planning for College/Careers

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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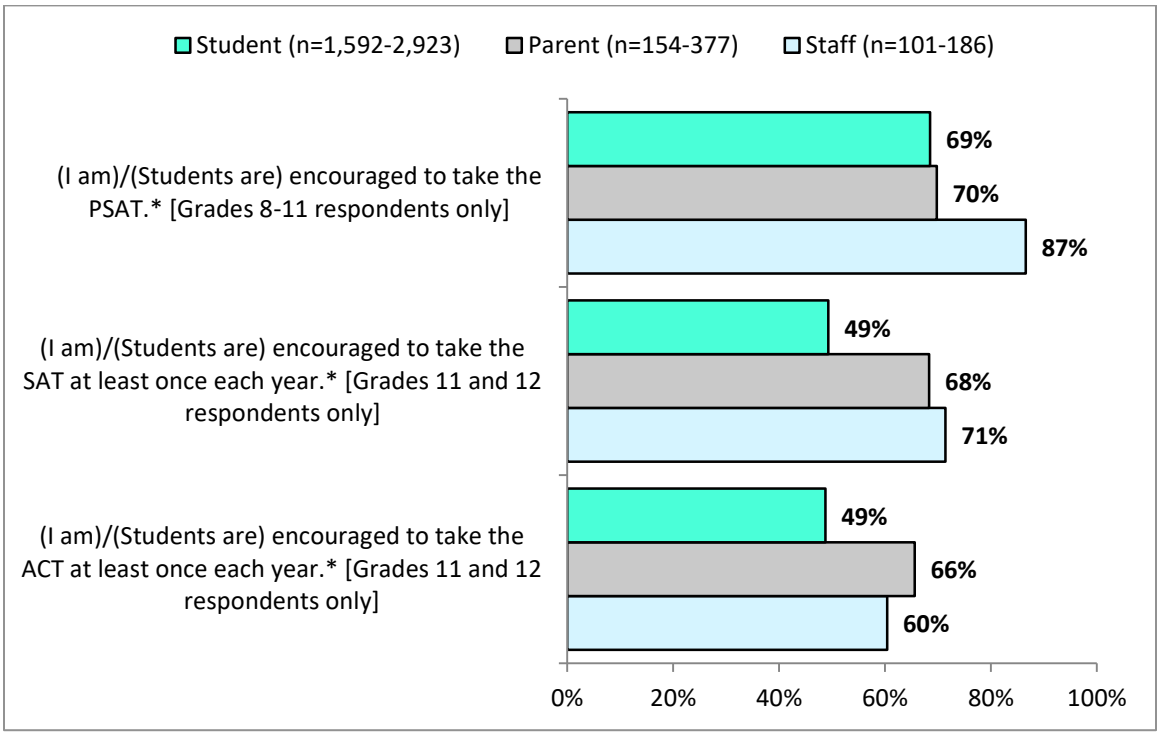
Figure 1.22: Standardized Testing

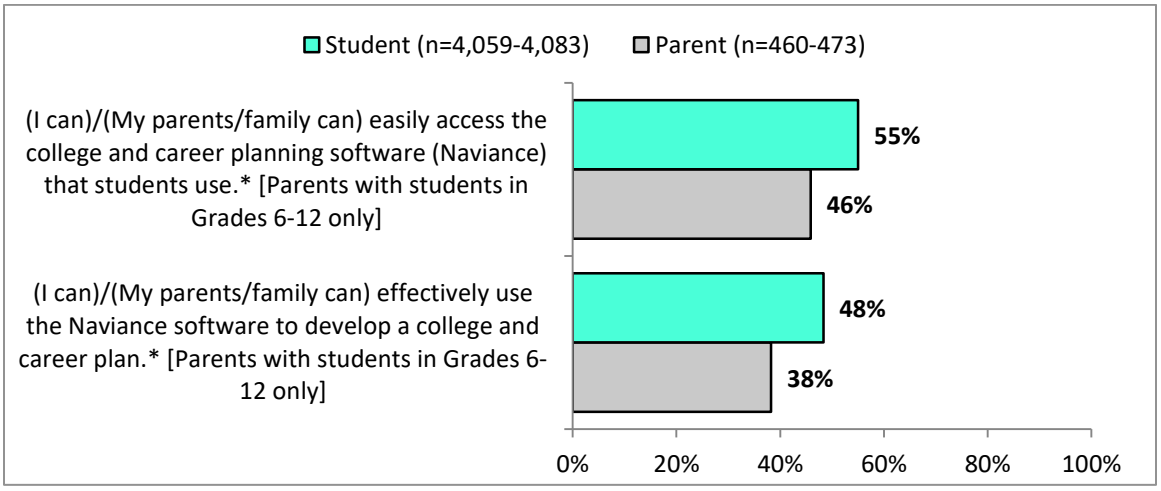
% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

Figure 1.23: College and Career Planning Software

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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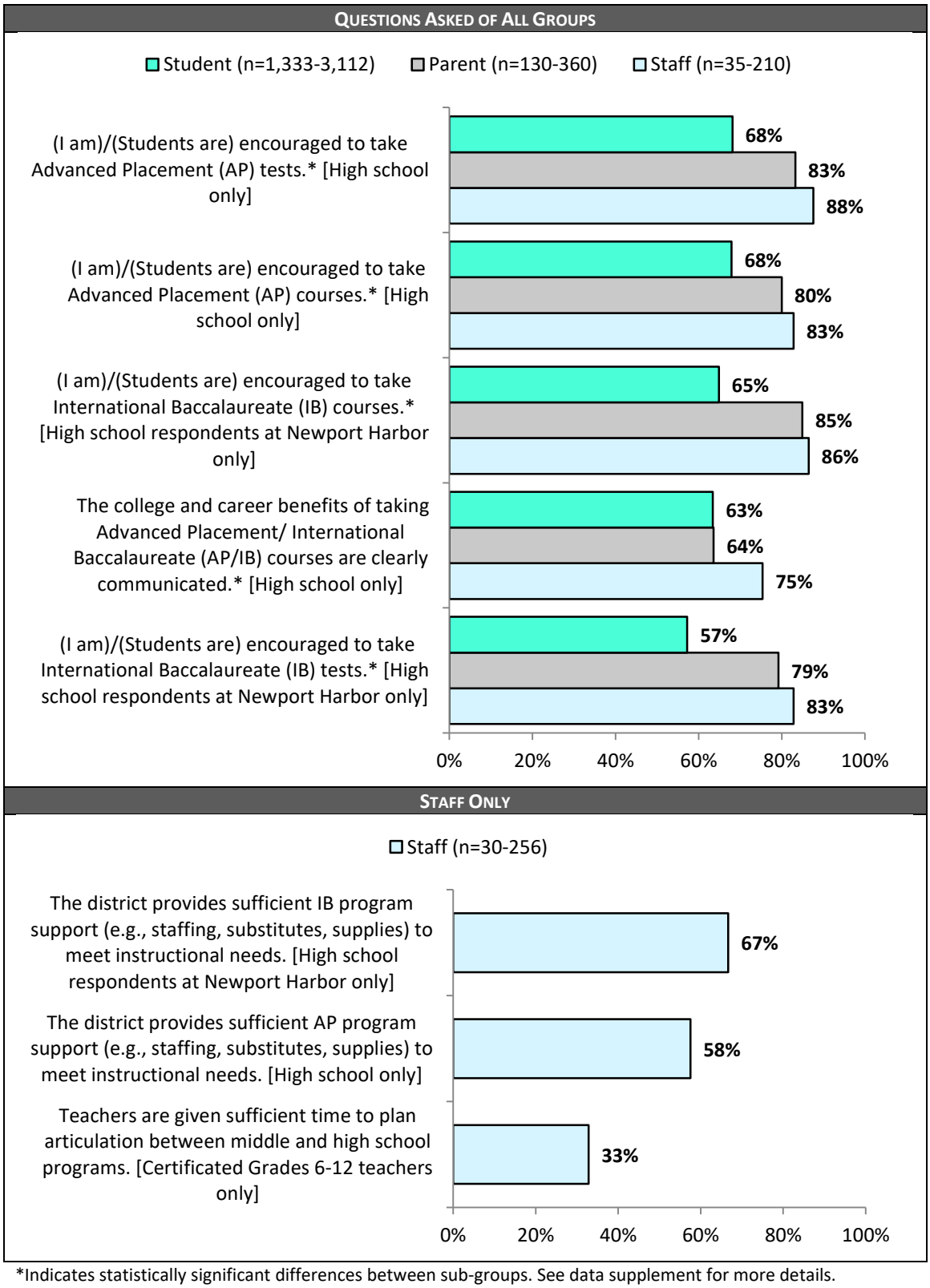
Figure 1.24: Support for Advanced Programs and Articulation

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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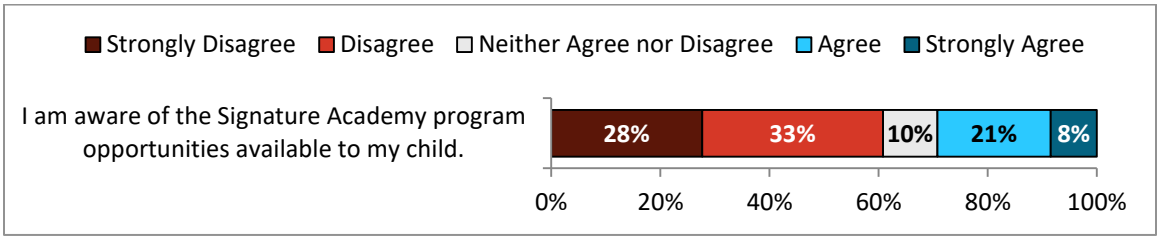
GOAL 8: SIGNATURE ACADEMIES

Figure 1.25: Parent Awareness of Signature Academies



n=1,016
Note: Only parents answered this question.

Figure 1.26: Signature Academy Participation

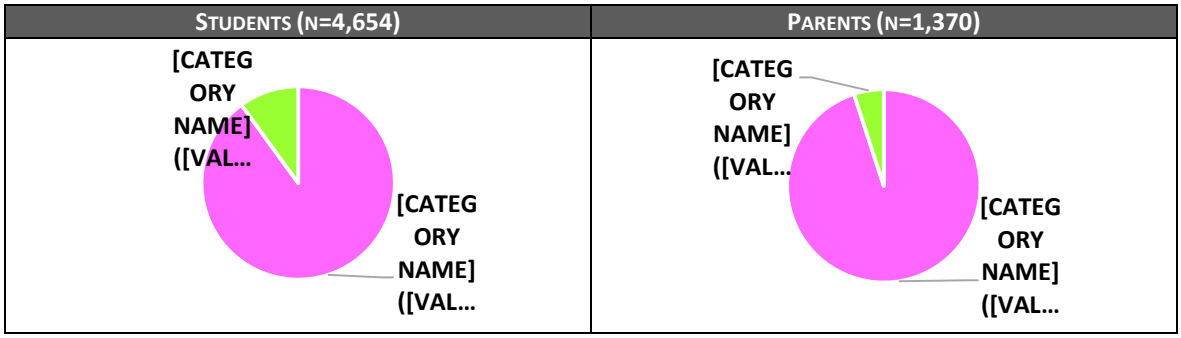
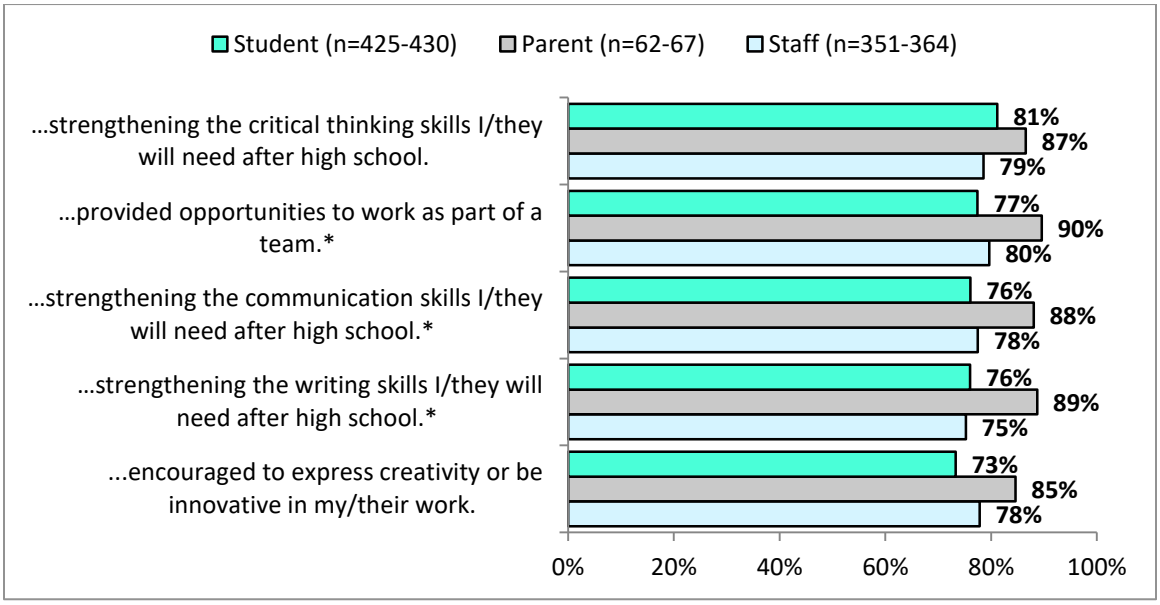


Figure 1.27: "In the Signature Academy program, I am/My child is/Students are…"

% of Respondents who "Agree" and "Strongly Agree"



Note: Parents who did not have children enrolled in a Signature Academy and students not enrolled in a Signature Academy did not answer these questions.
*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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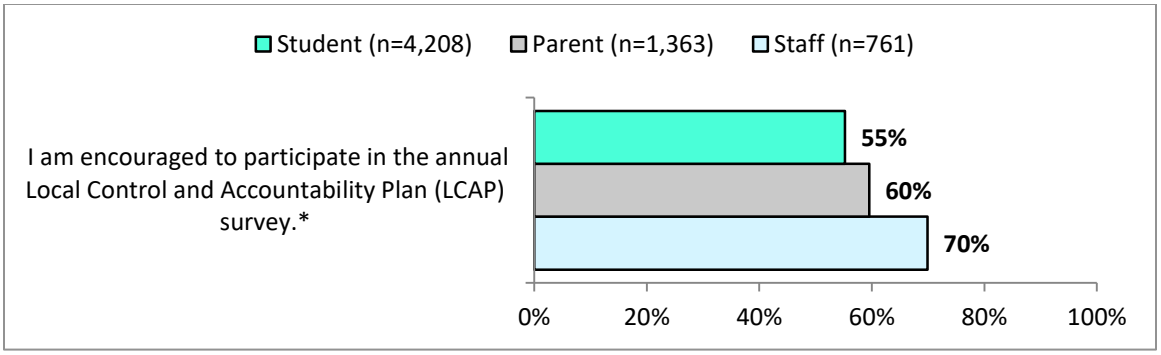
GENERAL QUESTIONS

Figure 1.28: LCAP Survey Participation

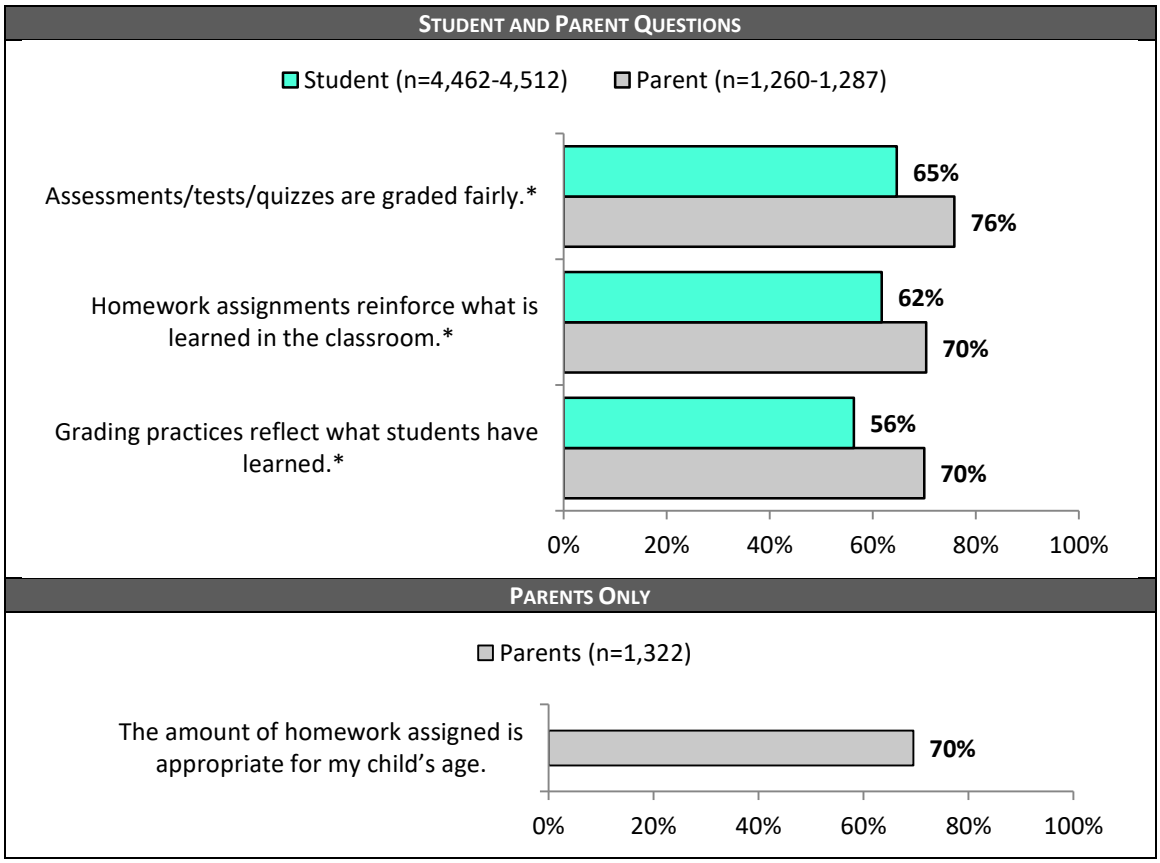
% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

Figure 1.29: Student Homework and Assessment

% of Respondents who "Agree" and "Strongly Agree"



*Indicates statistically significant differences between sub-groups. See data supplement for more details.

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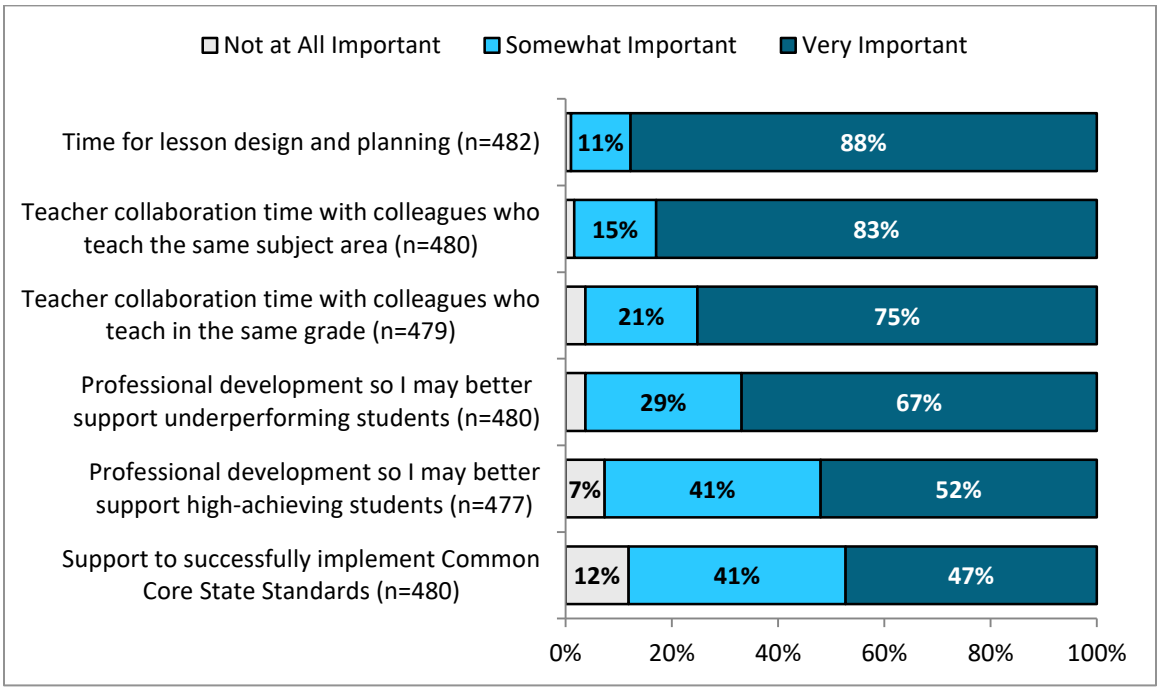
Figure 1.30: "How important are the following professional development opportunities for you personally?"



Note: Only certificated teaching staff answered these questions.

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SECTION II: RESPONDENT CHARACTERISTICS

Figure 2.1: Grade Level

	STUDENTS (N=4,925)	PARENTS (N=1,574)	STAFF (N=531)
Pre-school	-	-	1%
TK	-	2%	4%
K	-	9%	11%
1st	-	9%	10%
2nd	-	7%	11%
3rd	-	7%	11%
4th	-	7%	10%
5th	-	8%	12%
6th	-	6%	11%
7th	13%	7%	16%
8th	16%	9%	18%
9th	17%	7%	21%
10th	18%	8%	25%
11th	21%	9%	25%
12th	15%	4%	25%
Adult Transition	0%	0%	1%

Note: In some cases, the percentages are "0%" where very few respondents selected the option.
Note: Percentages for staff members may add up to more than 100 percent as they could select multiple grades.

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Figure 2.2: School Site

	STUDENTS (N=4,925)	PARENTS (N=1,574)	STAFF (N=835)
Adams Elementary	-	1%	3%
Andersen Elementary	-	2%	2%
California Elementary	-	2%	1%
College Park Elementary	-	1%	1%
Davis Magnet School	-	5%	3%
Eastbluff Elementary	-	4%	1%
Harbor View Elementary	-	2%	1%
Kaiser Elementary	-	3%	3%
Killybrooke Elementary	-	2%	1%
Lincoln Elementary	-	2%	1%
Mariners Elementary	-	3%	1%
Newport Coast Elementary	-	2%	2%
Newport Elementary	-	4%	2%
Newport Heights Elementary	-	3%	2%
Paularino Elementary	-	1%	5%
Pomona Elementary	-	2%	4%
Rea Elementary	-	1%	4%
Sonora Elementary	-	1%	1%
Victoria Elementary	-	2%	2%
Whittier Elementary	-	1%	2%
Wilson Elementary	-	4%	4%
Woodland Elementary	-	6%	1%
Corona Del Mar Middle	12%	5%	3%
Costa Mesa Middle	1%	2%	3%
Ensign Intermediate	10%	8%	5%
TeWinkle Middle	6%	2%	3%
Back Bay High	1%	0%	1%
Corona Del Mar High	16%	10%	7%
Costa Mesa High	8%	3%	7%
Early College High	4%	1%	2%
Estancia High	12%	2%	8%
Monte Vista High	0%	0%	0%
Newport Harbor High	31%	11%	5%
Huntington Beach Adult School	0%	0%	0%
District office	-	-	7%
Harper Assessment Center/STEP Adult Transition Program/Autism Clinic	0%	0%	1%
Lindbergh – Special Education Department	0%	0%	1%

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Figure 2.3: Special Populations

Do you currently work with/does your child currently participate in any of the following programs?		
	Parents (n=1,574)	Staff (n=835)
English Learner	9%	70%
Special Education	8%	64%
None of the above	84%	18%

Note: Percentages may add up to more than 100 percent as respondents could select multiple options.

Figure 2.4: Staff – Current Role at N-MUSD

Role	Percent
Site-certificated teacher	64%
School office staff	6%
District office staff	3%
Site principal	3%
Counselor	2%
District administrator	2%
Site assistant principal	1%
School community facilitator	1%
Other	18%

n=835
Note: Only N-MUSD staff answered this question.

Figure 2.5: Parents – Number of Children Currently Attending N-MUSD Schools

Number of Children	Percent
1	44%
2	43%
3	10%
4 or more	2%

n=1,574

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